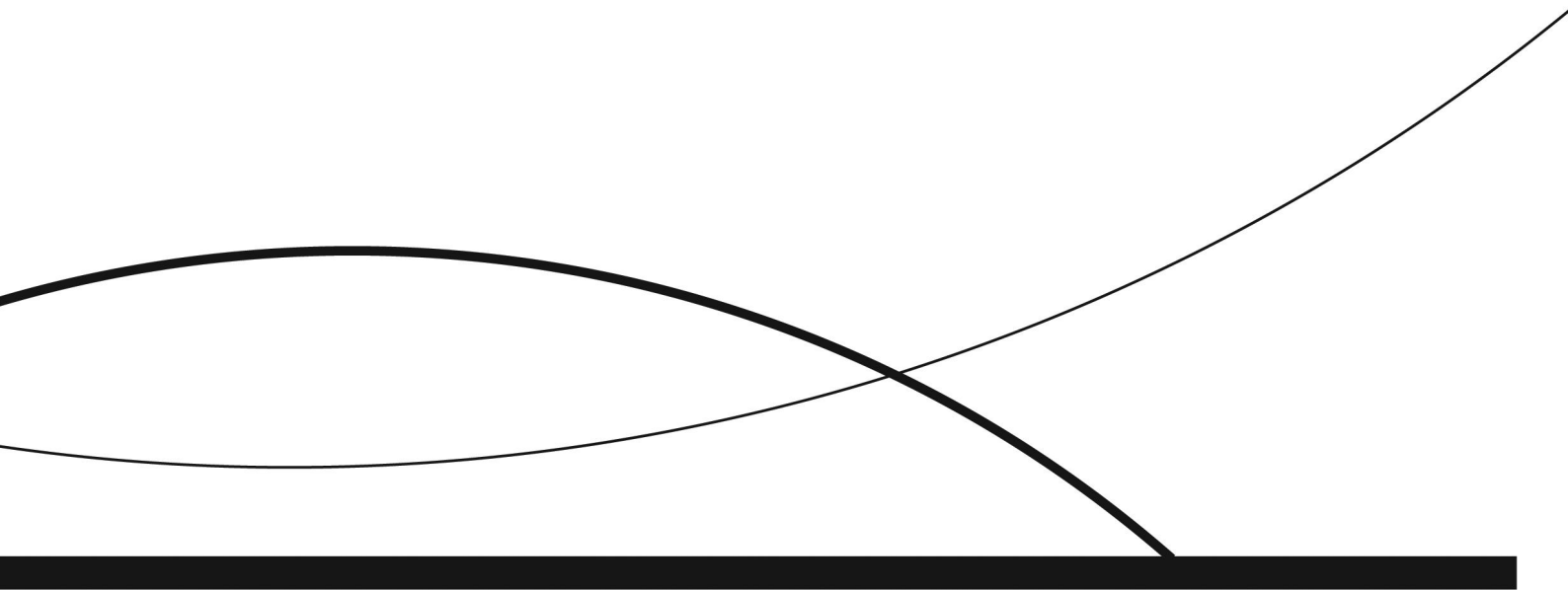


New self-taught oral procedures

For first examinations May 2010



School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators

The language A1 syllabus is divided into four parts.

Here is an overview of each part and the assessment task it is connected to.

All the works studied are chosen from either the Prescribed Book List (PBL) for your chosen language, the special request programme of study, or the Prescribed World Literature List (PWL) which is the same for all languages.

Part 1 World literature

Assessed by one written assignment of 1500 words.

Must link two of the three Part 1 works that have been chosen from the PWL.

Part 2 Detailed study

Assessed in Section 1 of the alternative oral examination.

The task is a formal oral commentary that is based on one of the two works studied. Each work is of a different literary genre and is chosen from the PBL for the relevant language.

Part 3 Groups of works

Assessed in Paper 2 of the examination.

Answers written on at least two of the three works of the same genre that are studied for this section.

Part 4 School's free choice

Assessed in Section 2 of the alternative oral examination.

The task is an oral presentation that is based on two of the three works studied for this section.

Self-taught students must choose their works from the PBL for their language and from the PWL when a world literature work is being studied.

Paper 1 of the written examination is not linked to any particular section. It tests the ability to engage in close literary analysis through a written commentary on an unseen passage or poem.

Step by step guide for the 2010 (May and November sessions) alternative oral examination for school supported self -taught students

Preparing for oral examination tests (Part 2 and Part 4)

The alternative oral examination tests works studied in **Part 2** and **Part 4** of the Language A1 course. The formal commentary and the oral presentation are assessed by an external examiner using the SL Oral component descriptors that are on pages 75-78 of the Language A1 subject guide.

Choosing the correct works to study

Students work with their supervisor and tutor to make a correct choice of works. Most languages have a PBL and the supervisor or Diploma Programme coordinator can access this on the On-line curriculum centre (OCC).

There are strict instructions about how to choose the correct works for each section of the course. These instructions are written on the PBL and in the Language A1 subject guide.

If the language being studied is a **special request language** then instead of choosing works from a PBL, the school is responsible for constructing a programme of study (following the special request guidelines) and that list is approved by the examiner responsible for the subject.

Preparing for Part 2 Detailed study (Section 1 of the alternative oral examination)

Material Works studied in Part 2

Activity A well-structured formal commentary. Notes used during the recording must be in point form.

Focus Candidates will be expected to:

- Situate the extract in the context of the work from which it has been taken
- Comment on the effectiveness of the writer's techniques
- Use language and register appropriate for a formal commentary

Process **Identify** the broad literary genre of each of the two works that have been chosen from the PBL for Part 2 of the course. From the accompanying list of questions, **choose** the set of questions that corresponds with each of those genres.

For example, the questions for a novel or for short stories are under the heading Prose Fiction.

The questions for plays or theatre are under Drama. Essays, autobiography, biography, travel writing, satire or memoirs are under Prose Non-fiction.

Over the academic year/s students then use the questions to **prepare** for Section 1 of the alternative oral examination.

For each question at least one passage must be chosen from the matching work that is being studied.

For example, if a novel and a play are being studied, students will have at least ten different passages, one for each of the five Prose Fiction questions and one for each of the five Drama questions. The student needs to be able to present a commentary on any of the questions for either the novel or the play, so the passages will all reflect different aspects of the works, as indicated by the questions.

Each passage must be approximately **40 lines in length** (or a whole poem or part of a poem that is roughly equivalent to 40 lines) and the content must be linked to the question so that, in the oral examination, a close literary analysis can be presented on the passage in response to that question.

Details about Section 1 of the alternative oral examination:

Preparation time 20 minutes

Recording time 10-15 minutes

Preparation Students take copies of their chosen passages and their notes on those passages into the preparation room for the alternative oral examination. They are given their examination paper on which their oral presentation will be based. The instructions for **section one** will nominate **one** of the two genres studied and for that genre two out of the five questions will have been selected.

Section 1 of the candidate question paper will look like this:

Section 1: Oral commentary (Part 2 works)
20 minutes

Preparation time:

minutes

Recording time: 10-15

Answer EITHER question 1 OR question 2, using your chosen passage as the basis for your commentary.

GENRE TO BE USED: Novel

QUESTION 1:	How is the mood or atmosphere of this passage evoked?
QUESTION 2:	How does the passage illustrate one of the key themes of the work?

In the 20 minutes preparation time, the student chooses **one** of the questions. They select the passage and notes that they have prepared for that question and they make final preparations for their formal oral commentary on that passage and question. The notes used during the recording may be those prepared during the course, work done during the 20 minutes preparation time, or a combination of both.

Commentary The student then presents the formal oral commentary and the invigilator records the presentation. The time allowed for the commentary (section 1) is 10-15 minutes.

Preparing for Part 4 School's own choice (Section 2 of the alternative oral examination)

Presentation time	10 minutes
Material	For this section three works are studied, either two from the PBL and one from the PWL, or three from the PBL.
Preparation	Prior to the alternative oral examination, the student prepares notes for an oral presentation on two of the three works studied in Part 4.
Activity	The oral presentation should take the form of a discussion of two works . Students may take prepared notes into the examination and these notes are sent to the examiner, along with the recording. The notes must be points only, not the full text of a talk.

- Topic** Students may choose topics that reflect their personal interests.
Suitable topics include:
- Cultural setting of the works and related issues
 - Thematic focus
 - Characterization
 - Techniques and style
 - Author's attitude to particular elements of the works such as characters and subject matter
 - Interpretations of particular elements from different perspectives.

- Focus** Candidates will be expected to show:
- Knowledge and understanding of the works
 - Analysis and appreciation of the aspect discussed
 - Use of language and register appropriate for a formal talk

Details about Section 2 of the oral presentation:

The oral presentation follows the oral commentary and the recording is not stopped or paused between the two tasks.

Students deliver their presentation, using their prepared notes.

Section 2 of the candidate question paper will look like this:

SECTION 2: Oral presentation (Part 4 works)

Recording time: 10 minutes

Deliver your prepared oral presentation based on two of your three part 4 works.

After the recording

Before leaving the examination room, students sign the candidate declaration on the candidate question paper and hand the invigilator the passage used for the oral commentary and all notes used during the recording (i.e. notes for section 1 and section 2).

The invigilator completes the declaration on the invigilator's sheet and hands the recording, photocopied passage, notes, question paper, invigilator's sheet and candidate check list to the Diploma Programme Coordinator.

Role of the student on the day of the exam

Section 1: Oral Commentary	Section 2: Oral presentation
<ul style="list-style-type: none">For each of the 10 questions (matching the two genres studied) take photocopied passages/poems into preparation room (each passage approximately 40 lines or equivalent). Notes may also be taken into the preparation room.	<ul style="list-style-type: none">Take prepared notes made on the chosen topic into the exam room
<ul style="list-style-type: none">The student will be handed a candidate question paper and will choose one question from the two on the paper. 20 minutes preparation time allowed.	<ul style="list-style-type: none">Deliver a 10 minute presentation
<ul style="list-style-type: none">Deliver a 10-15 minute commentary	
<ul style="list-style-type: none">Sign the candidate declarationGive the passage/poem and notes used for both assessment tasks to the invigilator.	

Role of the invigilator on the day of the exam

Section 1: Oral Commentary	Section 2: Oral presentation
<ul style="list-style-type: none">Give the student the candidate question paper at the start of the 20 minute preparation time.	<ul style="list-style-type: none">Record the presentation, following on from the oral commentary.
<ul style="list-style-type: none">Record the commentary, and leave the recorder running during the transition from section 1 to section 2.	
<ul style="list-style-type: none">Sign the declaration on the invigilator's sheetHand the recording, the passage/poem, and all notes used by the student during the recording to the Diploma Programme Coordinator.	

Role of the Diploma Programme Coordinator

- The Diploma Programme Coordinator checks that all the documents on the check list are present and that the student and the invigilator have signed the declarations.
- The Diploma Programme Coordinator sends the recording and the documents to the examiner whose name and address are provided on IBIS.

Questions for the formal oral commentary

The formal oral commentary is a close literary analysis of the passage or poem. It is expected that, in preparing for each of the 10 questions for the two works studied, students will pay attention to the way in which literary features such as language, style, tone and voice create particular effects.

Poetry

1. How is the poem's central idea developed and revealed?
2. What is the speaker's view of [or attitude toward] the subject and how is it revealed?
3. Discuss the ways in which the poet expresses powerful feelings in the poem.
4. How do repetition and variation of sound or structure serve to develop meaning in the poem?
5. In what ways would you consider this poem as typical of the poet's work?

Drama

1. Discuss the relationship between what a character (or characters) say and what they do in this passage.
2. In what ways is this a crucial moment in the play?
3. What themes are treated in this passage that are significant in the play as a whole?
4. In this passage, how has the author made the setting of the play clear?
5. How does the passage reveal the relationship between two or more characters?

Prose fiction

1. What are the qualities of this passage that make it immediately recognisable as part of the text you have studied?
2. What does this passage tell us about the world depicted in the novel and of the narrator's attitude toward it?
3. How is the mood or atmosphere of this passage evoked?
4. How does the passage illustrate one of the key themes of the work?
5. Analyse the technique used by the author to introduce a main character (or characters).

Prose non-fiction

1. What does the writer do to make the arguments/ideas/character(s) presented in the passage convincing?
2. What is the author's point of view and how is that made clear in the passage?
3. Analyse and comment on the style of the writer.
4. What are the qualities of the passage that make it typical of the author's work?
5. How are the central concerns of the work you have studied developed in this passage?